



2010 National Summit

Fourth Annual State Professional Development Leadership Team Work Day

Summary of Roundtable Discussions

This document provides a summary of participants' comments shared during roundtable discussions at the National Association for the Education of Young Children (NAEYC) Early Childhood Workforce Systems Initiative's *2010 National Summit* on June 5, 2010. Discussions were framed by the essential policy areas and principles for policy making as outlined in [*Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*](#).

Both general and state specific examples are included in this document. This summary provides a snapshot of activities from the perspective of Summit participants and may not include all of the details of initiatives or state systems. Hyperlinks to cited or related materials are provided as possible in the summary text. Participants are encouraged to contact state team members for additional information. For team contacts, please reference the summit participant list or use the NAEYC Early Childhood Workforce Systems Initiative's [online peer-to-peer community](#) (all summit participants are registered for the online community). In the online community, you can post and respond to related questions and continue the discussions, as well as access electronic copies of the more than 200 state and national resource provided in the binders at the Summit.

A summary of the discussions in each of the blueprint's essential policy areas follows and includes: (1) specific discussion table topics held by policy area; (2) overarching themes from all of the discussion topics in each policy area; and (3) related state strategies, questions, and ideas.

Click on the policy areas listed below to link directly to that specific summary.

- [Professional Standards](#)
- [Career Pathways](#)
- [Articulation](#)
- [Advisory Structure](#)
- [Data](#)
- [Financing](#)

NAEYC thanks all of the Summit participants for sharing their expertise, experiences, ideas, and questions. A special thank you goes to the 2010 National Summit facilitators for capturing and sharing the discussion notes that served as a basis for this summary. NAEYC also thanks the Birth to Five Policy Alliance and the McCormick Foundation for their generous support of the Summit and the Early Childhood Workforce Systems Initiative.

Professional Standards

The content of professional preparation and ongoing development specified for all roles and levels.

1. Professional Standards: Roundtable Discussion Topics

- Integration
 - Licensure and certification across sectors and age-ranges
 - Professional development (PD) systems and Quality Rating and Improvement Systems (QRIS)
- Integration and Quality Assurance
 - Aligning standards, monitoring, and assessment—PD, child, and program standards
 - Definitions of and standards for PD providers/specialists (e.g., mentors, coaches, consultants, etc.)
- Quality Assurance and Diversity, Inclusion, and Access
 - Ensuring standards are evidence-based and address working with cultural, linguistic and ability diverse populations

2. Professional Standards: Major Themes

- Clarifying and developing cross-sector [definitions](#)
- Developing or using [common standards](#) as a cornerstone of integrated professional development systems and a key strategy for articulation
- Strategies to assist the entire early childhood workforce in [meeting standards](#)
- Connections between [QRIS status and professional development systems](#)
- Linking [incentives](#) to increased qualifications, standards, and expectations
- Including and embedding [quality assurance and evaluation](#) in standards and the PD system
- [Remaining state questions and related resources](#)

3. Professional Standards: State Strategies, Questions, and Ideas

Definitions

- In order to move systems and individual PD efforts forward, people need to have a shared understanding of language and definitions.
- Need common definitions for credentials, certificates, and licenses.
- Need common definitions for professional development methods and providers (NAEYC is working with NACCRRA on this effort; see [Remaining State Questions and Related Resources](#) theme in this section).
- Terms are important in competencies in terms of levels and domains.
- Definitions work can build or lay the foundation for common standards and is essential to integration. It is also a starting point for building relationships, or deepening them, across sectors.
- With [Response to Intervention](#) (RTI) movement reaching preschool, the roles of Early Childhood and Early Childhood Special Education are being redefined.
- **Hawaii** uses the term practitioner for anyone who works with children.
- **Kentucky** took out definitions and various terms and calls everything and everyone “resources” to help frame the work.

- **Missouri** is working to redo their overall PD system, including definitions. The state is interested in having other states review and offer comments on this work.
- **Vermont** looked at terms that were inclusive, and created [MATCH Network](#) definitions. MATCH is Vermont's name for the professionals who provide individualized support to programs or to individuals working in early childhood or afterschool services. Vermont did fieldwork to survey TA being conducted and brought this information back to the workgroup [that formed MATCH network] meetings.

Common Standards

- Development of and use of national, unified competency standards for the ECE workforce; creating alignment across sectors and raising standards and expectations. [NAEYC's professional preparation standards](#) can serve as a basis for state work and adaptation. Because the standards are part of higher education accreditation processes, they can also assist with articulation efforts from community based trainings through higher education degree programs.
- Developed a grid of all discipline standards—clearly shows alignment and gaps.
- Creating a grid of standards was an opportunity to bring together disciplines to begin conversations; cross-sector core knowledge and competencies were developed after this work.
- Head Start, pre-K, and child care developed state early learning standards together so that all sectors are working from the same content and expectation basis.
- Common standards have been part of the discussions of one state's consortium of associate and baccalaureate degree granting institutions; the main focus of this consortium is on articulation agreements.
- The National Professional Development Center on Inclusion did a session [States' Experiences in the Development of Early Childhood Competencies that Support Inclusion](#) at the 10th Annual Inclusion Institute featuring state examples of **Florida, Illinois, Oregon and Virginia**.
- The Council for Exceptional Children (CEC) and NAEYC collaborated a few years ago to create a way to review "blended programs" in the National Council for the Accreditation of Teacher Education (NCATE) system. These programs meet both CEC and NAEYC standards and prepare teachers for both early childhood and special education licensure. CEC and NAEYC continue to collaborate and are now discussing ways to support and promote these programs, including the creation of a set of guidance materials for blended programs that will show how the two sets of standards can be crosswalked and blended at a deeper level than just working through each set of standards sequentially. [Alison Lutton](#) of NAEYC leads this work.
- How do we prepare practitioners to work with linguistically diverse children? There are not professional development standards or evidence-based practices (EBP) specific only to this population. Head Start has funded a national [Center for Early Care and Education Research on Dual Language Learners](#) (DLL) to identify EBP.
- EBP is defined and discussed on the [National Professional Development Center on Inclusion's web site](#) and Camille Catlett developed a related handout [Evidence-Based Practice in Inclusion](#).
- Professional Development Specialists need to know about EBP on intentional teaching and intervening, and they also need to implement research-based PD.
- [The National Institute for Early Education Research](#) (NIEER) is doing research with DLL in **New Jersey** and is finding challenges in how teachers are addressing DLL.
- In **Hawaii** they have put all diversity competencies under a broad umbrella called "diversity" so that when they provide PD they can do it with a whole child approach; core belief is that each child is diverse in every way.

- In **California** they are using EBP definition as a process for integrating the best available research with family and professional wisdom and values. Cross-sector early childhood competencies developed in California went out for review recently. There is a separate area for different topics related to inclusion and diversity. Should there be integration or separation? Cons: when integrated they can get lost and not attended to; Pros: integration makes them more a part of everything.
- **Arkansas** has formed a cohort of early childhood community college programs to build quality and to ensure articulation to bachelor degree granting programs. Using common professional standards, they are developing the set of competencies and courses that the bachelor's degree programs have to accept from community colleges. [Bobbi Biggs](#), Director of Early Care and Education Projects at the University of Arkansas, leads this effort.
- **Colorado** and **Nebraska** have cross-sector approaches to standards for PD Specialists. Both states have defined competencies across sectors. This effort has been an incubator for new strategies such as a coaching database and coaching website.
 - In **Colorado**, funding from the State Advisory Council is being used to fund the state [coaching consortium](#).
- Last year, **Hawaii** brought every sector together and did a cross-walk of standards to each sector and developed *Common Core Competencies for Early Education and Care Practitioners* (draft 2010). Each competency links to examples for different sectors. The state is now linking the competencies to PD offerings and IHEs.
- **Florida** has also developed [cross-sector competencies](#).
- **North Carolina's** certification model (1-6) ties silos together; have a common standards and nomenclature across systems. The state also has blended B-K licensure (Early Childhood and Early Childhood Special Education). Institutes of Higher Education (IHEs) in North Carolina have blended programs.
- In **Virginia**, it took 2 ½ years to establish common coursework for early childhood education [facilitating articulation agreements] across 21 colleges.
- **Virginia's** [QRIS standards](#) include those from licensing, public education, and Head Start.
- In **Wisconsin** there are great competencies in home visiting that are being used very well in PD. The state is developing some competencies based on the Center on the Social and Emotional Foundations for Early Learning ([CSEFEL](#)) [pyramid](#) but it is separate from other sectors; each sector has different standards and they have not been integrated.

Meeting Standards

- Increase in and building online access to trainings, certification and course work online makes a tangible difference in the workforce's ability to learn about and meet standards.
- Quality initiatives, including QRIS, need to build or assist with building a PD system to support the entire early childhood workforce in meeting initial and baseline standards through higher requirements and accreditation. This requires focused and targeted attention and work.
- There is a need for more videos of best practice, to illustrate standards in implementation—what quality looks like.
 - [National Head Start Center on Inclusion](#) has several videos on supporting children with disabilities.
 - [The CONNECT Project](#) has developed two modules to help professionals working with young children with special needs and their families.

- [NAEYC](#) has several new DVDs that include video clips of Developmentally Appropriate Practice (DAP) in various early childhood settings.
- [The Center for the Advanced Study of Teaching and Learning](#) at the University of Virginia is also producing video clips on best practice.
- In **California** [EC higher education] students have to do case study with the family of a child with special needs from a different cultural background. Parents come to give feedback at end of year.
- **Colorado** administrators must have a 3-credit college course on inclusion to receive an administrator credential. In two years, all teachers will have to have an inclusion course and an infant toddler class as part of the move towards inclusion. In Colorado you cannot get a bachelor's degree in early childhood/or early childhood special education. To get the early childhood certificate you have to have one class in early childhood. There is strong course at associate's level in early childhood with common course syllabi.
- **North Carolina** has [blended B-K licensure](#). Institutes of Higher Education (IHEs) in North Carolina have blended programs (Early Childhood and Early Childhood Special Education).
- **Vermont** has a [fundamentals course](#) attached to licensing that is 45 hours long for all practitioners in licensed program without a child development background. They have a career development program linked to QRIS.

QRIS Status and Professional Development Systems

- QRIS can provide an important framework for outlining and highlighting PD goals; QRIS can serve as a way to begin to organize PD initiatives and clearly articulate expectations.
- A serious issue is moving too fast with QRIS and in integration efforts before all sectors are on board, or even understand each other, because of time-limited funding
- QRIS is a good driver of PD but PD must link back to competencies.
- [Foundations for Teaching Excellence: Connecting Early Childhood Quality Rating, Professional Development, and Competency Systems in States](#) will be out soon. The compiled book is edited by Carollee Howes and Robert Pianta, published by Brookes. Chapter authors include staff from NAEYC, NPDCE, NCCIC, and others.
- **Alabama** QRIS is for licensed centers; the state just added certification for family and licensed homes.
- **Arkansas'** [Better Beginnings](#) (QRIS) is for centers, family child care homes, and school-age-facilities serving only school-age children. Better Beginnings was just passed in May for implementation beginning in July. Better Beginnings sets professional development standards at differing levels based on the Traveling Arkansas Professional Pathways (Arkansas Early Childhood Professional Development System). Better Beginnings was developed over a six year period with hundreds of early care and education professionals including providers/directors in a wide range of settings including private for profit and non-profit programs (Head Start), public schools and faith based programs.
- **D.C.** is using ARRA funds for the redesign of their QRIS.
- **Hawaii** is looking for private funds for its state QRIS.
- **Iowa** has had a [QRIS](#) for 4-5 years and is looking to revise the system.
- **Kansas'** [QRIS](#) is not statewide at this point. It is for centers and homes and was mandated for pre-K with some push-back from pre-K educators. Currently, the PD system is not integrated into the QRIS.

- In **Michigan** half of the subsidized children are in family, friend and neighbor (FFN) care. The state is looking to expand its [QRIS](#) to FFN care.
- **Missouri** is working on strengthening its QRIS.
- **Montana** recently began field testing new criteria and standards for its [QRIS](#).
- **Nevada** just finished its [QRIS](#) pilot last fall.
- **New York** is in test phase with its [QRIS](#) and has some concerns with implementing professional development in the system. Private pre-K and parochial facilities are currently not eligible for the QRIS.
- **Texas'** [QRIS](#) is voluntary and only for facilities with subsidized children; currently working on revising the QRIS tool.
- **Virginia's** [QRIS](#) includes centers, military, public pre-K, Head Start, and schools. Initially, some public pre-K teachers expressed concerns about participating because the rating was issued by a social services agency. [A strategic decision was made about the public-private administration of QRIS in the state; a private entity, which is a public-private partnership (Virginia Early Childhood Foundation), now issues the ratings rather than the state social services agency. There is now a more positive response from public pre-K teachers.]
- **Washington** is in Phase 2 of its [QRIS](#), implementing professional development into QRIS.

Incentives

- Structuring quality improvement strategies and incentives to promote and support PD is crucial but, it is also very complex.
- Focusing on parent education about quality so they create the demand to push change and create incentives.
- QRIS can be a strategy for integration and providing incentives. This strategy can be especially promising when licensing and subsidy are “under one roof.”
- Promising idea is weighting the presence of incentives in salary structures for centers participating in a QRIS.
- In **Arkansas**, incentive funding for QRIS participating programs can be utilized for improvement including professional development for staff.
- **California's** [mentoring program](#) includes a stipend.
- **Montana** includes the following incentives in its QRIS: tiered reimbursement, slots, stipends (including those for continuity of care), and incentives through the registry. Also, including coaching supports is essential in QRIS.

Quality Assurance and Evaluation

- There is a challenge/need for an authentic way of assessing outcomes from trainings and coursework. Setting up PD without evaluative components is like building a house of cards. The “structure” provided through QRIS may be a part of the solution.
- While coordinating and planning data systems (including professional registries) around QRIS, it is essential to link provider-level, program-level, and child-level information in a way that informs planning and budgeting.
- Piloting QRIS and PD initiatives in a way that phases them in allows for “course corrections” as needed.
- **Minnesota, Virginia, and Washington** are using the [Classroom Assessment Scoring System™](#) (CLASS) as part of QRIS

- The University of **Virginia** is implementing CLASS training in their courses.
- **Virginia's** QRIS is based on a 5 star scale, uses the CLASS system, measures a teacher's education, and uses the [Early Childhood Environment Rating Scale](#) (ECERS) tool to evaluate learning environments, and focuses on peer professional development.
- **Washington** believes that coaching is critical to professional development. A recent, local and privately funded study included a control (coached) and a non-control group (non-coached). The study found that those who received coaching were more successful in their teaching practices/goals.

Remaining State Questions and Related Resources

- What is the NAEYC and NACCRRA joint project on definitions and PD Specialists and what can we expect from it?
 - Consistent terminology and definitions related to professional development methods, roles, and capabilities have emerged as a critical issue for the early education field. To support related efforts, the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) are engaged in a joint project focusing on the work of *Professional Development Specialists*.
 - Professional Development Specialists provide training, education and/or technical assistance to individuals preparing to work with or already working with and on behalf of young children and their families. Professional Development Specialists include higher education faculty, trainers, program administrators in their training and technical assistance (TA) roles, individual consultants, child care resource and referral staff, and others.
 - A first step in the joint project is developing definitions for the work that Professional Development Specialists conduct: training, education, and TA (including mentoring, coaching, consulting, and advising). NAEYC and NACCRRA will seek feedback on a draft of definitions beginning in fall 2010. Final definitions will be disseminated in early 2011. Continuing work will include the development of Professional Development Specialist core competencies and other related resources in print and electronic media. Please contact [Sarah LeMoine](#) at NAEYC with questions or comments.
- What are some national resources for standards on cultural competence?
 - [Quality Benchmark for Cultural Competence Project](#) (NAEYC) [12 states are currently piloting the project's tool with a program(s) in their QRIS. Contact [Davida McDonald](#) at NAEYC for more information.]
 - [Promoting Cultural & Linguistic Competency, Self-Assessment Checklist for Personnel Providing Services and Supports, In Early Intervention and Early Childhood Settings](#) (The National Center for Cultural Competence at Georgetown University)
 - [Promoting Tolerance and Respect for Diversity in Early Childhood. Toward a Research and Practice Agenda: A View from the Field](#) (National Center for Children in Poverty)
- How are states incorporating NAEYC accreditation within a QRIS framework?
 - [Elevating the Field: Using NAEYC Early Childhood Accreditation to Support and Reach Higher Quality in Early Childhood Programs](#) (NAEYC)
 - [Fact Sheet on Quality Rating Improvement Systems and NAEYC Accreditation](#) (NAEYC)

- [States Policies on NAEYC Accreditation, Quality Rating and Improvement Systems and Tiered Reimbursement Programs](#) (NAEYC)
- What is the latest research and what have states learned about QRIS?
 - [Quality Rating Systems \(QRS\) Assessment Project, 2008-2011](#) (OPRE)
 - [Issues for the Next Decade of Child Care Quality Rating Systems](#) (Child Trends)
 - [QRIS Resources](#) (NAEYC)
 - [Quality Rating and Improvement System Resource Guide](#) (NCCIC)
 - [Quality Rating System Information and Resources](#) (Build)
 - [QRIS National Learning Network](#)

The NAEYC Early Childhood Workforce Systems Initiative’s [state policy database](#) includes a collection of state policies in the blueprint’s six essential policy areas, including professional standards.

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Career Pathways

Routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.

1. Career Pathways: Roundtable Discussion Topics

- Integration and Diversity, Inclusion, and Access
 - Developing and implementing cross-sector career pathways that include multiple alternatives (e.g. distance learning, assessment of prior learning, cohorts, degree-completion initiatives)
- Diversity, Inclusion, and Access
 - Engaging and authentically supporting all professionals—focus on meeting the unique access needs of special populations (e.g. providers in rural areas, isolated family child care providers, distinct ethnic groups)
 - Engaging and authentically supporting all professionals—focus on professionals with diverse home languages
 - Engaging and authentically supporting all professionals—focus on supports for professionals considering, accessing, or entering higher education (e.g., career advising, academic and personal supports)

2. Career Pathways: Major Themes

- Planning for and [development](#) of career pathways
- [Integration and alignment](#) of career pathways, across sectors and roles
- Strategies and ideas related to the [implementation](#) of career pathways, including reaching the entire early childhood workforce
- [Higher Education](#) as part of the pathway rather than an end goal

3. Career Pathways: State Strategies, Questions, and Ideas Development

- Begin with infrastructure, build in incentives and scholarships.
- Embed certification that aligns with standards.

- Higher education institutions have to be at the table when pathways are developed and be committed to implementation and advisement on them.
 - Bachelor degree granting institutions in some states seem oblivious to the pipeline created by PD systems; how can we expect full articulation if they aren't part of the planning?
- Make sure that direct service professionals (those who are working with children and their families) are included in planning; ask them what they want and need.
 - Including the workforce in development can help with buy-in. People are afraid of the unknown and some populations of the workforce really don't want to be told what to do.

Integration and Alignment

- Career lattices should be directly aligned with core competencies and/or professional standards.
- Registries based only on tracking requirements from licensing rules are limiting and won't reach or represent all sectors.
- Build or revise pathways to incorporate an expanding view of who the workforce is
 - Consider and involve all sectors
 - People working both with and on behalf of young children
 - People serving all age ranges (early childhood does include birth through third grade, and that means it also includes before and after school care workforce)
 - Explore more interdisciplinary work.
- In **Missouri**, inclusion and mental health are included in pathway planning and systems.
- **Wisconsin** uses cross-system training/cross system trainers (for birth to 1st grade workforce). They also have one credit pre-service/in-service classes developed for the child care workforce.

Implementation

- Pathways can serve as a guide to help people find the right niche and excel. There should be advising strategies as pathways are implemented to help the workforce navigate they system and options.
 - People need to see examples of how pathways and corresponding expectations work in reality.
 - Several states (including **Illinois**, **Montana**, and **Washington**) use one-on-one PD advising—Illinois reports this is especially successful with diverse populations
- Pathways shouldn't make the assumption or expectation that everyone can and will get a bachelor's degree.
 - How do we promote and respect the individuality of early childhood workers who choose not to pursue formal education but are still interested in PD?
- Strategies and policies have to include alternatives, access, and support for the various populations and ways that they might meet requirements on or progress on a pathway.
- Professionals already working in the field need help to find time to attend classes, time to research, etc.
- Some state resources aren't made widely available; they don't use technology.
- Individual trainers may be willing to travel and adapt trainings to meet the needs of individual communities.
- As we develop a curriculum for trainings or PD that will move an EC professional forward on the career pathway, we need to make sure not to unintentionally exclude certain populations.
- We need to promote the idea that bilingualism is an asset and not a liability.

- Families need to be the focus of support and education for dual- or multi-language children. Therefore, state PD systems need to develop and have training and education that addresses competencies to work with parents/families as their child's first and most important teachers, including more opportunities to focus on working with dual/multi language families, and stronger connections to family literacy programs. EC professionals should also receive training and support related to increasing father involvement. Related competencies should be included in preservice requirements and embedded in both teacher and family support worker career pathways.
- As part of pathways and system planning, **Iowa** has been exploring the [BUILD Initiative's](#) five diversity gaps, with a particular focus on number 4 listed below:
 1. School Readiness Gap: Are all children starting school ready to learn?
 2. Access/Participation Gap: Are all children able to access and participate in early childhood services?
 3. Cultural Competence Gap: Are all professionals working in the early childhood field culturally competent?
 4. Workforce Gap: Does the workforce reflect the population it serves?
 5. Leadership Gap: Do leaders and decision-makers in the field reflect the early childhood population of the state?
- Need to have clear communication and policies about parameters of things like coaching, licensing, etc.
 - Using coaches made a huge impact for several states. Struggle is to balance relationship building with expectations of funders.
 - Some states are using cultural coaches/mentors: cultural liaisons. Cultural liaison works part time in several schools to promote cultural exchanges.
- A potential strategy is to explore using high school interactive video networks—look at other systems such as hospitals.

Higher Education

- Tuition being paid for encourages both entry and completion.
- Cohorts work!
- Promising strategy: breaking 1st 12-16 credits into modules (e.g., 1 credit each)—research that completing 15-16 credits is related to degree completion
- Personal advising is key, and doing it in familiar settings helps (e.g., onsite at students program or at local CCR&R).
- Having a consortium of higher education is necessary and challenging.
- Challenge: diversifying funding and stability; CCDF dollars funds most access and scholarship models.
- Strategy: continue to invest in credit for prior learning (not just “experience”).
- Need to broadcast the elements of success—write something on what works to get diverse population into college. Same issues across states; strategies can work anywhere.
- **Colorado** found that integrating math and English with ECE content is more effective than offering “remedial” classes (using T.E.A.C.H. Early Childhood Project®)

- **New Jersey** has a new [Infant Toddler credential](#). The credential encouraged colleges to bring back infant toddler coursework that had been lost. Some training is at college, some community based. Two classes have to be for credit (social/emotional and field placement).
- Success is demonstrable—use student data to demonstrate
 - **Illinois** and **Washington** have solid research
- In **Washington, DC** successful strategies lead to 87% college graduation rates

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Articulation

The transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.

1. Articulation: Roundtable Discussion Topics

- Integration and Diversity, Inclusion, and Access
 - Encouraging and developing agreements that cross the continuum of settings from credit for community-based PD, to community colleges, to public and private universities
 - Agreements between associate and baccalaureate degree granting institutions
- Quality Assurance
 - Policies and processes that promote and facilitate systems change in higher education
- Quality Assurance and Diversity, Inclusion, and Access
 - Establishing policies that support articulation of training, education, and credentials across states

2. Articulation: Major Themes

- Forging [higher education partnerships](#) with, across, and among institutions
- Developing and implementing a [common core](#)
- [Community-based strategies](#) that increase the range and access to seamless credit for PD
- [Financing](#) students access and successful articulation

3. Articulation: State Strategies, Questions, and Ideas

Higher Education Partnerships

- When working on articulation, don’t forget about private institutions—they can be more flexible, eager to serve students, and have lots of financial aid options.
- One challenge in some states is that the workforce has less expensive options with non-accredited institutions or programs; quality is variable.
- Taking the time to build relationships is key. Someone with decision-making authority needs to be at the table from the beginning; good will from faculty helps, but is not always enough to alter or develop articulation agreements.
- Summits are a good way to build relationships. Instructor meetings help with consistency in development, recommendations, and implementation.

- Even a mandate by legislation doesn't mean higher education follows it (see above and key role faculty play in implementation).
- Some additional key strategies for fostering articulation through partnerships include:
 - Involving Regents (Board of Regents);
 - Getting groups together to start talking before having to make decisions and changes;
 - Making sure all stakeholders understand the needs of the current workforce.
- In some states, cohorts came together as a result of [NAEYC Recognition of Baccalaureate and Graduate Degree Programs](#) and/or [NAEYC's Early Childhood Associate Degree Accreditation](#).
- Competency based models seem to have the best chance at success. NAEYC professional preparation standards are competency based and also offer the same basis for both EC associate degree and baccalaureate/advanced degree programs.
- Coursework in child development for Teacher Education and for Early Childhood should be combined.
- Explore program swaps where student goes to accredited program and staff from there go to student's work site.
- Head Start staff qualifications mandates have been difficult to meet in many states and created system strains. However, they have also been driving conversations about articulation and a continuum of professional development.
- The Head Start model and requirements drove statewide articulation in **Alabama**.
- **California** held a [Higher Education Colloquium for Early Care & Education](#) in March 2010 for higher education faculty and administrators.
- **Georgia's** [Professional Standards Commission, Division of Certification](#) approves all teaching standards, including the CDA technical certificate. A large state meeting was held that brought all of the Regents and college Deans together. The Division of Certification pre-approves students for teacher preparation programs by doing background and ethics violation checks. This allows them to identify anyone who has been in a teaching role with an ethics violation prior to entry into the teacher preparation program.
- **North Dakota** built off the work of "[Natural Allies](#)" to develop a Higher Education Consortium; they did strategic planning that included the colleges and universities, Tribal colleges, representatives of Head Start, and parents. The Consortium meets quarterly. Additionally, the legislature required the Governor's office to create the Office of Articulation and Transfer. All college presidents must "sign-off" on articulation. Tribal colleges are independent and not required to participate, but do. There are standards in place to evaluate and continually improve all of this work.
- **Oklahoma's** Birth to Early Childhood faculty association, sponsored by the [Board of Regents](#), meets once a year as mandated by the legislature to align content of courses/degrees. To date, the group has not been able to accomplish its goals.

Common Core

- Set common standards for the entire PD system and stick to them. One state registry allowed any training to be submitted and ultimately failed because there was no incentive for improvement and no basis for articulation. Quality assurance is key.
- Have a national assessment of the CDA credential to determine its value for college credit. Use the CDA as a common standard or foundation for articulation across state lines.
- The **California** [Community College Early Childhood Curriculum Alignment Project](#), led by Nancy Brown, developed eight 3-credit common core courses for their early childhood education

students. All California community colleges now use this core. The common core program help students plan their academic and vocational careers, ease transfers from college to college within the community college system, and support transfers to higher-degree programs.

- Higher education institutions in **Colorado, Nebraska, and Hawaii** have common course titles and numbers.
- **Nebraska** has a brochure on associate degree programs highlighting which community colleges offer which courses when. Common competencies enable students to take the same course at any institution for credit at their home institution.
- **New Mexico's** [common core](#) is the same at all levels (CDA, AA, BA, etc.); how one demonstrates competence is what changes from level to level.
- **North Carolina** has a common course catalog, so all community colleges offer the same courses.

Community-Based Strategies

- One challenge is creating opportunities for students who work full time to complete student teaching requirements. One potential solution is to breakup student teaching over a year, so students can keep their jobs by working a reduced schedule for set periods of time.
- One state has had success by requiring by Administrative Rule nine hours of CDA training to articulate into an associate's degree.
- Addressing the technology needs of students is key to success; partnering with community-based trainers and professional development systems, as well as libraries and other partners can help support these skills and access issues.
- Tech-Prep (with Perkins funding) is useful in helping to move from High School to a 2-year program.
- Explore more partnership schools (in K-12) and in 0-5 for observation and training (field work) so that as lab schools go away, quality and learning extends into community and is sustained. Universities can enter into agreements with local early learning sites.
- The number of students needed to make a class or pursue a specialized EC certificate, e.g. infant/toddler or director, make it difficult to push articulation with colleges where there are no shortages of students in their general teacher preparation programs, even when there are scholarships to support the specializations.
- **Alabama** does not have a community college system. They have made progress in getting up to six credits for CCR&R trainings.
- **Alaska** also does not have a community college system. They do have agreements with universities to articulate a successfully completed Child Development Associate Credential into six college credits.
- **Colorado** [Community Colleges Online](#) uses technology to serve students, particularly those that live in remote areas. The Colorado Community Colleges Online is a consortium of the thirteen member colleges in the Colorado Community College system, Dawson Community College of Montana, Northwest Missouri State University, and Pickens Tech of Denver.
- In **Florida**, Palm Beach County has been successful in connecting community-based classes with credit; registry tracking and work has helped/is part of this process.
- **Iowa's** child development common core is taught statewide in high schools.
- **Nevada** is exploring the idea of translating every 15 clock hours of training into 1 credit hour elective.

- **South Carolina's** articulation process is successful and effective. The state has a dual credit approach where credentialed classes are taught in high schools.
- **Vermont** used apprenticeship as a method to establish an articulated program. A private institution first offered six approved courses; now these are embedded in all community college programs.
- **Washington** took four core EC courses and divided them into 12 modules—CCR&Rs have access to the content—building bridges with higher education.

Financing

- Some states have seen success with blending funding from state CCDF dollars and Perkins.
- Using the T.E.A.C.H. Early Childhood Project® has been a huge success in multiple states.
- Ethics become even more important due to funding and the required collaboration for articulation. A challenge in engaging 4-year institutions is that they think they will lose revenue if students take their first two years at a community college. Need to turn this debate around and show promise of more students that otherwise would not attend the institution.
- **Arizona's** United Way, through an Early Learning Opportunity Act (ELOA) grant, established a demonstration site at a community college that provided students access to faculty and a support person to assist them in attaining credit toward a degree. As part of Arizona's systems thinking, the model used "cognitive coaching" and the supports provided at the community college carried over to the 4-year university. Faculty aligned courses with Developmentally Appropriate Practice (DAP) and 4-year programs. University of Arizona wrote the grant, provides personal and program support, and monitors the scholarship and wage supplement programs.
- **Colorado** received a grant to support all 13 of their community colleges going through [NAEYC's Early Childhood Associate Degree Accreditation](#). The community colleges have created a coalition for collaboration on this topic.
- The **Delaware** [SEED \(Student Excellence Equals Degree\) scholarship program](#) provides tuition for full time students enrolled in an associate's degree program at Delaware Technical & Community College or the Associate of Arts program at the University of Delaware. The scholarship provides two years free tuition for students with a grade-point average of 2.5 or better. This program forced articulation between 2-year and 4-year schools.
- **Georgia** is requiring CDA credential as minimum requirement for classroom teachers, effective 2012. The CDA credential may only be offered as a technical certificate of credit through regionally accredited colleges. The certificate counts toward a diploma. Those who complete it receive a one-time \$1,200 for the certificate. The Hope scholarship (paid by lottery) pays for the rest of the credential. The Georgia Higher Education Consortium has agreed to accept credit for the CDA credential from Florida from NCATE/NAEYC accredited colleges and universities only.
- **Vermont** waives college fees while students are doing their student teaching (in their workplace) but supervision and quality are sometimes an issue.

The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas, including articulation.

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Advisory Structure

The coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.

1. Advisory Structure: Roundtable Discussion Topics

- Integration
 - Formation with cross-sector representation including strategies to engage out of school time and early intervention/special education
 - Various structures and pros/cons
 - Integrating or linking PD advisory committees with state Early Childhood Advisory Councils
- Quality Assurance
 - Maintaining member interest and participation
 - Moving from planning to implementation
 - Evaluating advisory structure processes and effectiveness
 - Incorporating and learning from other state advisory body requirements for evaluations and reports
- Diversity, Inclusion, and Access
 - Achieving an inclusive and diverse committee
 - Engaging and connecting additional taskforces or committees
 - Incorporating input and feedback from stakeholders

2. Advisory Structure: Major Themes

- [State Early Childhood Advisory Council](#) formation and development
- Formation and structure of state [Professional Development/Workforce Subcommittees](#)
- [Involving Key Stakeholders](#) such as the workforce, school districts, and local councils, in the activities of the council(s)/subcommittee(s)

3. Advisory Structure: State Strategies, Questions, and Ideas

State Early Childhood Advisory Council (ECAC)

- Establishing council in legislation, rather than only in an Executive Order, provides more stability and sustainability beyond the current governor.
- Responding to new federal application process has allowed for sharing of resources and facilitated systems interface (Head Start, child welfare, early care, health, etc).
- It is important to have a governance structure that is representative of all early childhood sectors and services including family engagement, health and mental health, etc.
- It is important to think about where the ECAC is housed in the state, whether the council is fully representational, if it involves shared leadership.
- Although many states turn to current structures and governing boards to facilitate the development of advisory councils, some leaders expressed concern that new people and systems might be excluded, and innovation and new way of thinking to solution(s) are limited in moving forward.

- It is a challenge in states with several different councils to figure out how to consolidate and include new leaders as appropriate.
- In some states, political leaders developed a new committee to oversee the early intervention advisory council. Having layers of oversight to an advisory structure brings to question the degree of power and authority to implement systems change and promote early childhood agenda.
- Local government will influence the level of Advisory group and their level of impact.
- States could improve on including parent(s) as members in the system planning process and advisory structures.
- It's a huge challenge when states have to plan for culturally responsive practice and are faced with a council with limited knowledge and or interface with community and/or population (e.g., planning for Native American communities and bridging tribal practice and policies; urban and rural challenges when providing services; etc.).
- P-16 and P-20 councils have helped to connect early childhood, schools, school-age, etc. in states.
- It is challenging to acknowledge and support the need for relationship building—rather than just to express what the council is going to do with no action moving towards implementation.
 - **Colorado's** leadership developed a [framework document/a blueprint](#) that is helping to move forward from planning only.
- In **Arkansas**, the appointments have been made by the governor and there have been initial meetings.
- **Florida's** steering committee for the P-20 children's cabinet is linked to the ECAC.
- In **Illinois**, the initial level of appointments was "too high"; there is a P-20 council also. One person from the Early Learning Council is on the P-20. The PD Advisory Council preceded the ELC, originally out of the Department of Labor. There are 40 members.
- In **Kentucky**, the council is co-chaired by two secretaries—that level of leadership is important to make a difference.
- In **North Dakota**, the Lieutenant Governor heads the council. There are 18 members and 3 subcommittees. (This state did not apply for ECAC funds.)
- In **Mississippi**, the appointments are being made by the governor; the council will be about 25 people; it is not based on a previously existing body. The Longitudinal Data System grant is bringing about 7.6 million in to the state budget.
- In **Oklahoma**, the ECAC has 11 state agency heads, is 29 people, and the state legislature just authorized it by statute. The only seat that should change due to transition would be the elected Department of Education head.
- In **Tennessee**, the ECAC is streamlined between an Executive Board and Steering Committee. The state plans to undertake revenue mapping.

Professional Development/Workforce Subcommittees

- Most states develop subcommittees to address further workforce and professional development issues; the chairs or co-chairs are often on the larger state ECAC.
- It is important not only to have committees, but also staff to support cross-systems processes.
- In **Illinois**, there is the workforce development committee, which has representation by the teachers union, two co-chairs, and the [PD Advisory Council](#).

- **Iowa's** professional development subcommittee is called a Component Group of the state ECAC ([the Early Childhood Iowa Council](#)). Iowa developed [A Policy Framework for an Early Childhood Iowa Professional Development System](#); they used the NAEYC state policy blueprint and the EC Systems Working Group's cross-sector "ovals" map in the framework—the ovals represent early learning; special needs/early intervention; family support; and health, mental health, and nutrition—the state is planning a cross-sector and cross-subsystem PD system.
- **Missouri** is realigning all of its PD systems and initiatives across education, Head Start, child care, health, etc.
- In **North Dakota**, the Higher Education Consortium, which involves the CCR&R, is represented on the ECAC. In North Dakota, the QRIS collects information on the ECE workforce.
- In **Oklahoma**, the ECAC has five committees and two working groups, one of which is focused on PD.
- **Wisconsin's** [Early Childhood Collaborating Partners](#) focuses specifically on "keeping the collaboration going" across sectors.

Involving Key Stakeholders

- **Workforce**
 - The accessibility of meetings for practitioners is a challenge. How can they be involved in meetings that are held during their working hours and they may not have the technology to link?
 - In **Tennessee**, there is a local community pre-k advisory council in each LEA that professionals get involved with.
- **School Districts**
 - **Mississippi** sponsored an ECE summit for school districts and Head Start Directors in which school districts were paired with Head Start programs. The state uses Title 1 for pre-k, and these dollars were just extended to child care providers.
 - In **North Dakota**, the school superintendent is on the ECAC and is getting informed about EC development. This also needs to happen through the education and training of school administrators.
- **Local Councils**
 - In **Alabama** there are county councils with early childhood subcommittees.
 - **Colorado's** Early Childhood Council is proud of local councils; show "value added" for all. Local councils in Colorado use [CCDF] quality dollars and some state general funds—local councils also raise money for local needs—infrastructure, professional development system, Early Childhood Mental Health grants, etc.

The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas, including advisory structure.

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Data

To gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability.

1. Data: Roundtable Discussion Topics

- Integration
 - Unified data collection strategies, efforts, and technical issues
 - Mandates, data rights, responsibilities, and authority
- Integration and Diversity, Inclusion, and Access
 - Registries
 - As part of the overall state EC data systems
 - Engaging and including professionals in all early education sectors
 - Providing workforce data for multiple state systems and requirements
- Quality Assurance
 - Collecting evidence on how offerings meet the needs and levels of learners, including impact on practice and programs
 - Measuring effectiveness and impact of PD the system, supporting research
- Compensation Parity
 - What and how of data collection that can help build or inform policies to increase compensation

2. Data: Major Themes

- State status and efforts related to early childhood [integrated data systems](#)
- [Workforce data and integrated systems](#), including issues of confidentiality
- Connecting [professional development data and child outcomes](#)
- Collecting data on and influencing [compensation](#)

3. Data: State Strategies and Ideas

Integrated Data Systems

- Integrated data systems are essential to provide policy makers with insights into key questions.
- In addition to helping policy makers tackle big research questions, integrated data systems also help them hold programs accountable.
- Clarity on the uses/and users of integrated data systems needs to be established at the outset.
- Deciding on the appropriate “home” for a state’s integrated EC data system is important—technical expertise and objectivity being two criteria.
- Unique identifiers for children, facilities, and members of the workforce are basic building blocks for linked/integrated data systems.
 - **California** uses unique identifiers through K-12 systems but not 0-5. This poses a significant challenge since one child could be in multiple settings throughout day.
- Ongoing attention to data quality—data definitions, standards, elements, formats—is essential.
- Current sources of funding for ECE data integration include federal grants to state ECACs and for state longitudinal educational data systems. Coordination of data systems can also result in cost saving efficiencies.

- Discussion group members enthusiastically endorsed the “Killer policy questions” posed by the Early Childhood Data Collaborative (ECDC). See the ECDC PowerPoint in the [NAEYC peer-to-peer online forum](#) and the [Data Quality Campaigns web site](#).
 - Are children birth to five on track to succeed at school entry?
 - Which children have access to high quality ECE programs?
 - Is the quality of programs improving?
 - What are the characteristics of effective programs?
 - What policies lead to a skilled/stable ECE workforce?
 - How prepared is the workforce to provide effective education and care for all children?
- A few pioneering states have developed longitudinal data systems. Many more states are in early stages of planning such systems integration.
- The outcomes/results that were discussed related to implementation of new integrated systems; it’s too early for outcomes of the systems themselves.
- It’s important that data from integrated state systems be able to be translated/disaggregated to local levels for planning purposes.
- Some participants felt that data system development should be the primary activity for which state ECACs use their federal funding.
- Funding from the US Department of Education for longitudinal educational data systems can also move integrated systems forward.
 - **Washington** State has announced plans use some of its funding from this source to build a system with unique child identifiers.
- **South Carolina** houses its warehouse of longitudinal data in a non-data-producing office—the [Budget Office](#)—which has no stake in the programs whose data are housed there. Health programs were the first to use the repository, and over several years ECE and other programs in the state have joined at their own request. This office possesses up-to-date expertise with data technology—front end and back end.
 - **South Carolina** believes much of the success of its data warehouse is attributable to the trust state programs have in its objectivity and expertise and its reliability in meeting the data needs of the participating programs.
- A bill passed by the **Colorado** legislature in 2008 will establish unique identifiers for children from birth, to track their education and health services.
 - A feasibility study pointing out the cost-effectiveness of a single data system has built support for the Colorado bill. Funding from the state’s longitudinal data system grant from the US Department of Education will help support the work to link child identifiers in early childhood databases with student identifiers in the state’s K-12 data system.
- The challenge of including children in privately funded ECE services in integrated data systems was cited by **Alaska** and **Michigan**.
 - Immunization data may offer a way to include children in private ECE programs in integrated systems.

Workforce Data and Integrated Systems

- There is also a challenge including informal family, friend, and neighbor providers in integrated data systems. How inclusive can/should provider databases be?
- NAEYC did a presentation on [Integrating Professional Development within a Comprehensive Data System](#) as part of the [National Governors Association \(NGA\) Center for Best Practices’](#) Read States Policy Academy.

- **South Carolina's** warehouse protects the privacy of service users by using a algorithm to create anonymous unique identifiers that link their records across various programs
- **Nevada's** feasibility study for a data warehouse to be developed at the University of Nevada-Las Vegas for children birth-5 cautiously proposes making only aggregated data available to protect confidentiality.
- **Connecticut** makes [registry profiles](#) on individual providers available only to the providers themselves, who are free to print them out and share with employing programs.
- States with workforce registries, e.g. **Connecticut**, are looking to connect them with data on children using ECE services and, more effectively, with data on ECE facilities/programs.
- [The National Registry Alliance](#) (TNRA) provides links to state workforce registries and other resources. TNRA worked with four states to pull aggregated data in order to report out nationally. TNRA is also pushing to have data sets align and researchers are interested in seeing what data the will/can inform.
- TNRA and NAEYC have worked together to define a common set of data elements on provider qualifications—which will facilitate state comparisons and streamline documentation for NAEYC accreditation. TNRA/NAEYC template is being piloted by registries in several states.
- **Florida** has announced plans to build a statewide provider Registry, which will build on county-level registries in two or more counties. These county registries have participated in the pilot of the standardized TNRA/NAEYC template.
- Several states, including **Nevada**, are exploring how to include less formal training in their workforce registries, which were designed to record providers' formal education.
 - **Florida** county registries have both formal and informal pathways, with quality assurance for informal training based on documentation of training content, adult learner principles, and training design.
- States' development of Quality Rating and Improvement Systems provide further opportunities to integrate data systems. In particular, workforce qualifications and standards should be included from registries or other workforce data systems.
 - **Ohio** uses a web-based user-entry model so professionals update and maintain their own record. Participation is mandated in order to participate in the QRIS. Professionals can go in and download their own certificates.
- **Wisconsin's** [The Registry](#) has given access to the state to provide data. They have a practitioner registry, T/TA registry, program quality improvement tracking. Certain steps need to take for states since there is usually not a single entry point, must work to have the systems talk, align with data fields that need to be aligned so that data can be collected. Same unique identifier (birth month, birth date, last 5 digits).
- Registry participation is required in **Washington** in order to tie into the training program; it is also mandatory in **South Carolina**.

Professional Development Data and Child Outcomes

- Showing PDs impact on children can be very difficult, especially on a large scale—research shows teachers do certain practices, children do better so do we measure teacher practice in classroom or child outcomes?
- ECRS is not a teacher rating, but environment—a lot of indicators not covered, but it is consistent and gives a baseline as a starting point.
- ECRS is being used in some states to measure teacher effectiveness and funding is being based upon this which is problematic, since this is not the intended use of the tool.

- The University of **Iowa** trains coaches including in the use of the CLASS (Classroom Assessment Scoring System).
- **Colorado** uses “journey mapping” tool (from [SEED](#), New York) to evaluate the development of a person—provides incredible data and also highlights leadership potential.
- **Connecticut** uses reflective supervision with coaches. They have three sessions with coaching in between to teach about intentional teaching using standards, how to observe change in child—individualize to child needs. They measure skills of the coach and teachers using observation rubric and pre- and post- tests. Team is one BA or AA level teacher, administrator (works with coach for sustainability), and coach. Using preschool assessment online—next step is measuring child outcomes. Teachers are using data to identify child needs and progress—plan to take to higher education institutions.
- **Mississippi** is conducting a four year \$10.6 million study which is privately funded. Includes 20 days of one-on-one TA in randomly selected licensed programs and is based upon ITERS. There is a check on adherence six weeks later—right now 84% adherence, but have already seen 50% staff turnover in the first year.

Compensation

- If QRIS is embedded in licensure, can this be another source of compensation data?
 - Tie a workforce study to outcomes for the QRIS: see Missouri’s [Center for Family Policy & Research](#) for an example.
- Illinois’ tiered reimbursement is linked to QRIS levels and this greater reimbursement is partly to be spent on compensation.
- [The T.E.A.C.H. Early Childhood Project®](#) and [WAGES Project®](#) collect and provide disaggregated and detailed data to inform compensation parity efforts.
- P-20 grants could help—we should be assertive and define “P” as prenatal.
- The WIN (Workforce Incentive) is a publicly and privately funded initiative in **Missouri** that includes a three-year study.
- Because increases in market rates don’t translate into higher wages/salary and benefits, we should consider a salary supplement approach.
- Compensation issues and data are put on the “back-burner” over and over.
- There should be a separate workforce set-aside within CCDBG.
- Compensation data has to go beyond the collection of wage information. Data is also needed on demographics (including receipt of public assistance), intentionality (how do you view what you’re doing in the field?), turnover (will you leave within 3 years?), etc.
 - Wage/compensation surveys are expensive. One cost \$425,000 in **North Carolina**, paid for by a mix of CCDBG and private dollars (birth to 5, estimated 45,000 in workforce with 18,000 responses).
 - Ideally data is continually collected and updated (and verified) and part of a workforce data system that connects with the large EC data system.

The NAEYC Early Childhood Workforce Systems Initiative’s [state policy database](#) includes a collection of state policies in the blueprint’s six essential policy areas, including data.

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Financing

The funding that all professional development systems need in order to operate (needs-based support for early childhood professionals to obtain education and ongoing development; support for programs/workplaces that facilitate professional development; explicit rewards and compensation parity for attainment of additional education and development; and financing of the professional development system infrastructure).

1. Financing: Roundtable Discussion Topics

- Integration
 - Strategies and approaches to financing the infrastructure of a cross-sector system
 - Leveraging resources and finances across sectors
 - Preparing for and taking advantage of Federal and national opportunities and supports
- Integration and Compensation Parity
 - Ensuring, creating, and working towards equity in pay across sectors
 - Salary and compensation scales and policy opportunities
- Quality Assurance
 - Financing data systems—from data collection to reporting, maintenance, revisions, improvements and linkages
 - Cost-effective approaches to data collection
- Quality Assurance and Diversity, Inclusion, and Access
 - Supports for programs/workplaces to implement practice changes
 - Linking PD to QRIS, tiered reimbursement, other financial quality incentives
 - Securing or sustaining funding for these supports (e.g., mentoring, coaching, substitutes, materials, etc.) during fiscal cuts

2. Financing: Major Themes

- Leveraging and building [partnerships](#) to increase resources
- Strategies to work within current [state budget](#) constraints
- [Alternative strategies](#) emerging in a few states as potential models
- System strategies to understand and address [compensation](#) parity

3. Financing: State Strategies and Ideas

Partnerships

- A variety of strategies are being used by states to build stronger partnerships, some that include direct funding and some that are focused on broadening access to available resources—Head Start/child care shared training as one example.
 - A positive lesson is that inclusion builds partnerships—invite everyone to the table. States that are taking a broad approach, including related health and early intervention programs are having more success in opening up professional development opportunities.
 - Including the Department of Labor has also helped to support the business aspect of running a child care program and to create partnerships between early childhood education programs and other businesses at the community level.
 - This Department of Labor connection worked well in **Pennsylvania**.
 - The business sector is interested in partnership. Invite them to join as another voice, perspective—not only as a funder.

- ECACs are being used to identify funding streams and clarifying who can apply versus who is doing the work. ECACs can be helpful in understanding opportunities across agencies.
- Need top levels of agencies to commit to funding, but also need to have middle management onboard with new ideas or strategies since they will likely implement or administer them.
- Establish a statewide vision and framework, one that everyone can see themselves in regardless of role.
 - **Florida's** statewide [Children and Youth Cabinet](#) is one example.
- **Illinois** expanded their [scholarship program](#) beyond T.E.A.C.H.®, resulting in more agencies, including the Department of Education, putting funds into the scholarship program.
- **Missouri** is partnering with the business community to assist individual centers with expenses for improvements (including staff development) as part of QRIS.
- **Kentucky** has developed a joint recruitment/training procedure between Head Start, child care, and the Department of Education to position themselves to be better prepared to work in an integrated, holistic manner when funding is available.
- In **New Hampshire** when insurance companies merge, there is a requirement that there is an investment in community service organizations/initiatives. This has assisted the state's [Children's Trust Fund](#).

State Budgets

- Having strong advocates on state legislative committees including Commerce and Community Development and Ways and Means in addition to Education/Human Services and Appropriations is one way to have a better chance for success during the state budget process.
- Blending/braiding/layering funding is easier to address in rule making than in statute.
- Fraud investigations can have a positive impact in the long run by identifying funds saved through addressing the fraud issues and rethinking priorities for the use of funds.
- There are increasingly more federal funding opportunities. It is difficult to keep track of and take advantage of them all and would be helpful if there was a listserv or other communication that kept the field up-to-date on different grant notices.
 - [Promise Neighborhood's](#) local level application can make it hard to coordinate if a state doesn't have a high-functioning local to state infrastructure.
 - [Race to the Top Fund](#) (RTT) includes a competitive priority for early childhood, but it is not clear how the states that receive awards will use the RTT funds and the RTT themes on birth through age 8. It is a good thing to get ECE at the table in what are primarily K-12 grant application discussions.
 - Part C and 619 are often not considered or represented in partnerships, meetings, and budgetary/funding decisions.
 - Most states are using ARRA funds in strategic ways, using the projects to argue for sustained funding.
 - Important to put out stories on how well these dollars worked/made a difference.
 - NAEYC's report [Using the American Recovery & Reinvestment Act to Advance High Quality Professional Development for Early Childhood Educators](#) uses the state policy blueprint's principles for policy making as a lens to explore opportunities with ARRA funding.
 - Would be helpful to have a webinar on how to read the Federal Register notice.
- **Louisiana** is using [state income tax money for ECE](#), and practitioners can receive a tax credit for some professional development.

Alternative Strategies

- NCCIC's [Early Childhood Professional Development Systems Toolkit](#) includes a section on financing which has state examples and stories, research, and planning tools.
- Now is the time for increasing communication, planning, repurposing, etc. Participants recommended [Switch: How to Change Things When Change Is Hard](#) as a resource to help look at alternative possibilities.
- Identify funders who are outside the norm; for example, in **Arizona**, St. Luke's Hospital is supporting a TA network.
- **Florida** Children's Services Council model includes local special taxing districts for children's services.
- **Hawaii** established the [Good Beginnings Alliance](#), a 501c3, to be more competitive in seeking funds.
- Resource mapping can help retain the highest level of programs and staff. Resource mapping is focus in **Kentucky** and **Missouri**.
- In **Washington**, fruit growers have invested in early learning.
- **Wisconsin** has a systems taskforce that focuses on leveraging state/private/federal funding—multiple funders.

Compensation

- QRIS offers the possibility of impacting compensation. In order to use QRIS to raise compensation, the QRIS criteria must explicitly require that some of the funding increases go to raising staff compensation.
- [NYC Early Childhood Professional Development Institute](#) conducted a study across different fields and sectors to investigate strategies to raise wages of low wage workers. They interviewed economists, unions, nurses, etc. to develop recommendations for new strategies to increase compensation of the early childhood workforce. Currently, the Institute is completing the report but it should be ready soon.
- **North Carolina** has certification of all roles in the early childhood workforce based on education levels; single portal for all systems. This new system will make the case for needed additional funding for compensation for a professional workforce. The early childhood workforce collectively needs to become a powerful lobby for increased compensation.

The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas, including financing.

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